RESPONSE TO INTERVENTION (RtI)

The reauthorization of the Individuals with Disabilities Education Act (IDEA) of 2004 provides for the use of RtI as part of the process to determine eligibility for learning disabilities (LD). However, states and districts are primarily adopting an RtI model to not only aid in the identification of LD, but to enhance instructional effectiveness and accountability for all students.

Two important pieces of RtI:
- Using the model for identification of students with learning disabilities
- Using the model to enhance instructional effectiveness for all students, including on-going data collection

Using the model for identification of students with learning disabilities

Why?
> Why use RtI instead of or to enhance the discrepancy model for identification? The Education of All Handicapped Children Act (1975) defined "underachievement" as the discrepancy between IQ and achievement. The IQ/achievement discrepancy is criticized because:
- IQ tests do not necessarily measure intelligence
- The discrepancy between IQ and achievement may be inaccurate
- We're waiting for students to fail.

RtI is an alternative framework for "underachievement": unexpected failure to benefit from validated instruction. RtI eliminates poor instructional quality as an explanation for learning problems. Unresponsiveness is operationalized as a dual discrepancy:
- Student performs substantially below the <u>level</u> demonstrated by peers and demonstrates a <u>learning rate</u> substantially below peers.
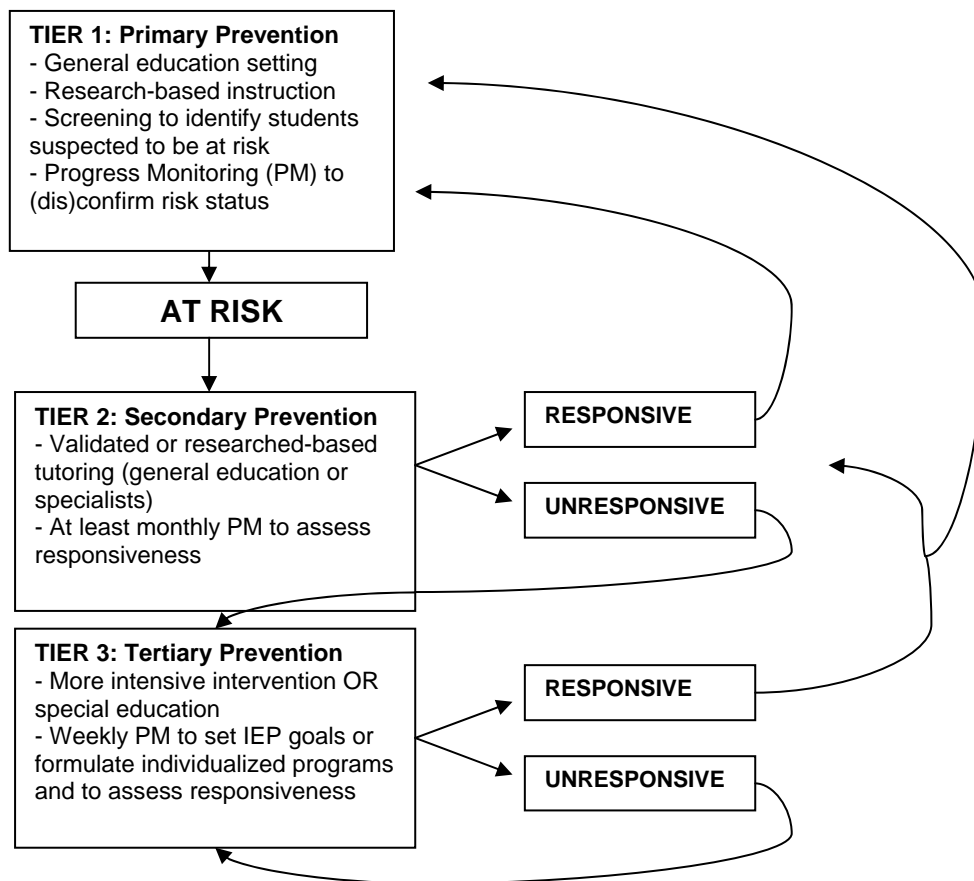
Special education is considered only when a dual discrepancy, in response to small-group validated instruction, is found.

Advantages
- Students are identified as LD only after not responding to effective instruction
  - Poor instructional quality is ruled out as explanation for poor student performance
- Students are provided intervention early
  - Not waiting for students to fail
- Student assessment data inform teachers about appropriate instruction
  - Data help improve teacher instruction

Using the model to enhance instructional effectiveness for all students, including on-going data collection

RtI is utilized as a multi-tiered model to screen, progress monitor, and provide research-based instruction and intervention to all students, based on their needs.

TIER 1: Primary Prevention
- General education setting
- Research-based instruction
- Screening to identify students suspected to be at risk
- Progress Monitoring (PM) to (dis)confirm risk status

AT RISK

TIER 2: Secondary Prevention
- Validated or researched-based tutoring (general education or specialists)
- At least monthly PM to assess responsiveness

RESPONSIVE

UNRESPONSIVE

TIER 3: Tertiary Prevention
- More intensive intervention OR special education
- Weekly PM to set IEP goals or formulate individualized programs and to assess responsiveness

RESPONSIVE

UNRESPONSIVE

Critical elements of RtI that districts need to have in place
1. Well-functioning, school-based problem-solving teams
2. School wide screening and progress monitoring system
   - Curriculum-based Measurement (CBM) is a well-researched, technically adequate system that many districts are using nationwide
3. Systematic analysis of school-wide data
   - Utilize decision-making rules
4. Examination of current core academic programs
   - Are these programs meeting the needs of the majority of the students?
5. Identification of evidence-based interventions for Tiers 2 and 3 and a schedule for implementation of the tiered interventions
   - Determine how fidelity of treatment for Tiers 1-3 will be assessed
6. Determination of who will monitor the progress of students in Tiers 2 and 3 on a frequent basis
   - Setting goals
   - Collecting data
   - Implementing data decision rules
   - Making changes in instruction

Resources
- DESE Standards and Indicators for Learning Disabilities: http://dese.mo.gov/divspeced/Compliance/StandardsManual/documents/1400-SLD.pdf
- National Center on Student Progress Monitoring: www.studentprogress.org
- National Center on Response to Intervention: www.rti4success.org
- National Research Center on Learning Disabilities: http://www.nrcld.org/